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ABSTRACT

This study was designed to (1) identify competencies in which a New Mexico vocational agriculture teacher's perceived level of proficiency was related to the degree of success of his Future Farmers of America (FFA) chapter, (2) identify characteristics possessed by New Mexico vocational agriculture teachers which showed a significant relationship between that characteristic and the degree of success of the teacher's FFA chapter, and (3) identify characteristics possessed by New Mexico vocational agriculture teachers which showed a significant relationship between that characteristic and the teacher's perceived level of proficiency in advising and supervising FFA activities. The variables used for investigation were selected from a review of literature and were those thought to be related to the degree of success of an advisor's FFA chapter. This document contains the methodology, summary of findings, conclusions and recommendations, and implications for teacher education programs in the field of agricultural education and for further research. It also contains references and the questionnaire used. (HD)

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SUMMARY OF RESEARCH

DEPARTMENT OF AGRICULTURAL EDUCATION

The Ohio State University
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ED132290

FACTORS RELATED TO THE SUCCESS OF NEW MEXICO VOCATIONAL AGRICULTURE TEACHERS AS FFA ADVISORS

Paul R. Vaughn and Ralph E. Bender

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INTRODUCTION

Vocational education programs include youth organizations, a unique feature not found in other educational programs. The educational programs and philosophies embraced by the youth organizations are recognized by the U.S. Office of Education as an integral part of the vocational system of training (AVA Journal, 1975). The National Advisory Council on Vocational Education (1971) has stressed that vocational youth organizations are not to be considered as optional, extra-curricular activities and has charged teachers training institutions with the responsibility of incorporating into their programs instruction in the methods, techniques, and philosophies of student organizations. The vocational student organization in Agricultural Education is the FFA, and the local teacher of vocational agriculture has the responsibility of serving as the FFA advisor (Official FFA Manual, 1975).

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Factors Related to the Success of New Mexico Vocational Agriculture Teachers as FFA Advisors

It is because of this integral relationship of the FFA to the total vocational agriculture program that every instructional program for future teachers of vocational agriculture includes the development of professional competency pertaining specifically to the role of an FFA advisor. However, when one reviews the related research and literature, he will find that not only is there a great diversity in methods of preparation for future FFA advisors, there is also a general lack of background information concerning what it takes to be an effective or successful FFA advisor. A study cannot be found which has related factors which are supposed to be characteristic of a successful FFA advisor to his actual degree of success in advising and supervising FFA activities. It was this lack of clarity and disagreement that led to the development of this study.

PURPOSE OF THE STUDY

The study was designed to: (1) identify competencies in which a New Mexico vocational agriculture teacher's perceived level of proficiency was related to the degree of success of his FFA chapter, (2) identify characteristics possessed by New Mexico vocational agriculture teachers which showed a significant relationship between that characteristic and the degree of success of the teacher's FFA chapter, and (3) identify characteristics possessed by New Mexico vocational agriculture teachers which showed a significant relationship between that characteristic and the teacher's perceived level of proficiency in advising and supervising FFA activities.

The variables used for investigation were selected from a review of literature and were those thought to be related to the degree of success of an advisor's FFA chapter.

METHODOLOGY

Data were collected by mailed questionnaires from 82 of the 84 vocational agriculture teachers who taught in public secondary schools in New Mexico during the 1974-1975 school year. In order to identify advisors with varying degrees of success in advising and supervising FFA activities, the teachers were divided into three groups based upon a chapter rating scale predetermined by the National FFA Organization and the New Mexico State FFA Association.

The groups were: (1) FFA advisors of chapters which were selected as national emblem award recipients during either the 1973-1974 or the 1974-1975 school year, (2) FFA advisors of chapters which were selected as superior chapters in 1974-1975, but did not receive a national emblem award during either the 1973-1974 or the 1974-1975 school years, and (3) FFA advisors of chapters which did not receive a superior rating in 1974-1975.

A two-part instrument was developed by the researcher to secure information utilized in the study.[1] Part I of the instrument was designed to collect information concerning a teacher's: (1) age, (2) vocational agriculture department location, (3) FFA membership, (4) degree of participation in activities as an FFA member, (5) student teaching experience, (6) degree of assistance with FFA activities during student teaching, (7) degree of participation in school and community activities as a high school student, (8) degree of participation in a collegiate student organization, and (9) grade-point average upon completion of bachelor's degree. Part II of the instrument was designed to secure data regarding a teacher's perceived level of proficiency in 29 student organizational competencies which had been identified in a study conducted at The Center for Vocational and Technical Education at The Ohio State University (Cotrell et al., 1972).

SUMMARY OF FINDINGS

Characteristics of Teachers

The typical vocational agriculture teacher in New Mexico during the 1974-1975 school year taught in a community with less than 5,000 population, had the major responsibility for advising and supervising FFA activities, was under 35 years of age, and had been a former FFA member for at least three years. As a high school student, he participated to a medium or higher degree in chapter activities and to a low degree in district, state, and national FFA activities. He typically had not been a member of a superior FFA chapter. Although he had completed student teaching, he did not assist to a high degree with FFA activities during his student teaching experience. He participated to a high degree in community activities during his high school years and

[1] Questionnaire can be found in Appendix A.

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to an even higher extent in school activities during this period of time. He belonged to a collegiate student organization while attending college and participated to a high degree in the organization's activities. He also participated (though to a lesser degree) in either Alpha Tau Alpha or Collegiate FFA. Of these two organizations, he was most active in Alpha Tau Alpha. His grade point average upon completion of his bachelor's degree was between 2.6 and 2.9 based upon a scale of 4.0 = A.

As an FFA advisor, the typical teacher perceived his proficiency to be high, indicating above average or higher proficiency in most competencies pertaining to advising and supervising FFA activities. He perceived himself to be most proficient in the areas of financial management, fund-raising activities, orienting students to the FFA, and assisting in the election and installation of FFA officers. He perceived himself to be least proficient in supervising the development of an annual handbook, contacting the state department regarding the steps to be followed in organizing the FFA, and assisting in the development of rules and procedures for conducting FFA contests.

Relationships Among Variables

The results from the multiple regression of degree of chapter success on the independent variables in the study revealed that a combination of four variables explained the most variance in the degree of success of an FFA advisor (Table 1). However, only 12 percent of the variance could be explained by the multiple regression of chapter success on these four variables. The individual significance levels within the regression equation indicate that when the contribution of the other variables were held constant, only the teacher's degree of participation in either Alpha Tau Alpha or Collegiate FFA was significantly related to the degree of success of his FFA chapter.

Table 2 indicates that no combination of the independent variables in the study could be found which showed a significant multivariate relationship between the independent variables in the study and a teacher's perceived proficiency in advising and supervising FFA activities. The data also reveal that when other selected independent variables were held constant, none of the variables, by themselves, were significantly related to a teacher's perceived proficiency in advising and supervising FFA activities.

CONCLUSIONS

The authors developed the following conclusions, based on the interpretations of the data presented in the study:

1. When other factors are held constant, there tends to be no significant relationship between a New Mexico vocational agriculture teacher's perceived degree of proficiency in the 29 student organizational competencies identified by Cotrell et al. (1972) and the degree of success of his FFA chapter.

2. When other factors are held constant, there tends to be no significant relationship between the success of a New Mexico vocational agriculture teacher's FFA chapter and the following factors:

   (a) Former FFA membership

   (b) Degree of participation in a collegiate student organization other than Alpha Tau Alpha or Collegiate FFA

   (c) Degree of participation in school or community activities as a high school student

   (d) Grade-point average upon completion of bachelor's degree

   (e) Size of community where vocational agriculture department was located

   (f) Age

   (g) Degree of assistance with FFA activities during student teaching experience

3. When other factors are held constant, there tends to be no significant relationship between a New Mexico vocational agriculture teacher's perceived level of proficiency in advising and supervising FFA activities and the following factors:

   (a) Former FFA membership

   (b) Degree of participation in any collegiate student organization.

TABLE 1

STEPWISE MULTIPLE REGRESSION OF CHAPTER RATING ON SELECTED VARIABLES (n = 75)

Independent Variable[a]	R	R^2	R^2	Partial Regression Coefficient	F
Degree of participation in either Alpha Tau Alpha or Collegiate FFA	.25	.06	.06	.10	3.43[b]
Location of vocational agriculture department (ranked according to population size)	.30	.09	.03	-.14	2.41
Average perceived level of proficiency in advising and supervising FFA activities	.34	.11	.02	.23	2.38
Degree of assistance with FFA activities during student teaching experience	.35	.12	.01	-.08	.84

$R^2 = .12$; $F(4,70) = 2.61$: $p < .05$

[a]For a detailed explanation of how these variables were coded, refer to Appendix C.

[b]Significant at the .10 level.

TABLE 2

STEPWISE MULTIPLE REGRESSION ANALYSIS
OF TEACHER'S AVERAGE PERCEIVED
PROFICIENCY LEVEL ON SELECTED VARIABLES
(n = 80)

Independent Variable[a]	R	R^2	R^2 Change	Partial Regression Coefficient	F
Membership in FFA	.18	.03	.03	.27	2.49

$R^2 = .18$; $F(1,78) = 2.48$; $p > .05$

[a]For a detailed explanation of how this variable was coded, refer to Appendix C.

(c) Degree of participation in school and community activities as a high school student

(d) Grade-point average upon completion of bachelor's degree

(e) Size of community where vocational agriculture department was located

(f) Age

(g) Degree of assistance with FFA activities during student teaching experience

4. New Mexico vocational agriculture teachers who participated to a high degree in either Alpha Tau Alpha or Collegiate FFA tend to advise FFA chapters that are more successful than teachers who have participated to a lower degree in either Alpha Tau Alpha or Collegiate FFA. This same relationship holds true when other factors are held constant.

5. The degree of his participation in either Alpha Tau Alpha or Collegiate FFA, his perceived level of proficiency in advising and supervising FFA activities, his degree of assistance with FFA activities during student teaching experience, and the size of the community where his vocational agriculture department was located account for approximately one-eighth of the total variance in the degree of success of a New Mexico vocational agriculture teacher's FFA chapter.

6. No significant proportion of the variance in a New Mexico vocational agriculture teacher's average perceived proficiency in advising and supervising FFA activities can be accounted for by any combination of the following factors:

(a) Former FFA membership

(b) Degree of participation in any collegiate student organization

(c) Grade-point average upon completion of bachelor's degree

(d) Degree of participation in school or community activities as a high school student

(e) Size of community where vocational agriculture department was located

(f) Age

(g) Degree of assistance with FFA activities during student teaching experience

RECOMMENDATIONS

In light of the findings, the authors make the following recommendations:

1. College programs which prepare prospective teachers of vocational agriculture in New Mexico should provide for and encourage participation in activities of a collegiate student organization such as Alpha Tau Alpha or Collegiate FFA. Of the factors included in this study, the degree of participation in either of these two organizations accounted for the greatest proportion of the variance in the degree of success of a teacher's FFA chapter. The positive relationship between this degree of participation is further enhanced by the findings which reveal that participation in collegiate student organizations other than Alpha Tau Alpha or Collegiate FFA does not contribute significantly to the degree of success of a teacher's FFA chapter. It should also be noted that the positive relationship between the teacher's degree of participation in either Alpha Tau Alpha or Collegiate FFA and the degree of success of his FFA chapter holds true even when factors such as age, grade-point average, location, perceived level of proficiency in advising and supervising FFA activities, FFA membership, participation in school and community activities as a high school student, and assistance with FFA activities during student teaching are taken into account.

2. Programs which prepare prospective teachers of vocational agriculture in New Mexico should not utilize former FFA membership or perceived level of proficiency in advising and supervising FFA activities as the only means of determining preservice or in-service needs of FFA advisors. The findings indicate that former FFA membership is not necessary in order to become an advisor of a successful FFA chapter, and in the same manner, if an individual perceives himself to be a proficient FFA advisor, it does not necessarily mean that the FFA chapter he advises is a successful one. In addition, persons responsible for pre-service and in-service programs for New Mexico vocational

agriculture teachers should not utilize a teacher's perceived level of proficiency in individual competencies to identify specific competencies which are necessary for success as an FFA advisor.

3. Persons responsible for planning, organizing, conducting and evaluating vocational agriculture programs in New Mexico should continue to identify and provide instructional activities which would enhance the degree of success of an FFA advisor. The findings of the study indicate that the factors commonly porported to be related to an FFA advisor's success account for only a small proportion of the variance in the actual success of the advisor's FFA program. This indicates that variables which were not included in the study are contributing significantly toward the development of successful FFA advisors in New Mexico. Continued research should be conducted to identify these variables.

4. Persons responsible for planning, organizing, conducting and evaluating vocational agriculture programs in New Mexico should examine the student teaching phase of their preservice programs to determine ways to enhance this portion of the instructional program in preparing prospective FFA advisors. The findings from this study reveal that there is no significant relationship between a teacher's degree of assistance with FFA activities during his student teaching experience and the success of his FFA chapter. While this can be explained in part by the descriptive data which indicated that few teachers had the opportunity to assist to a great extent with FFA activities during their student teaching experiences, the findings still imply that perhaps the student teacher is learning how to assist with those activities which are not necessarily the ones that are essential to his future success as an FFA advisor. Therefore, one criterion which should be utilized in selecting student teaching centers might well be the quality of the FFA activities, in addition to the quantity, that are found in a vocational agriculture department.

IMPLICATIONS

Although this study was limited to vocational agriculture teachers in New Mexico, the findings may have some important implications for all teacher education programs in the field of agricultural education. Based upon the findings, the authors have developed the following implications and suggestions for further research:

1. Collegiate programs which prepare vocational agriculture teachers should devote more time to preparing teachers for their role as FFA advisors. If former FFA membership is not related to an individual's degree of success as an FFA advisor, it is apparent that even former FFA members who were extremely active in the FFA will need further instruction concerning the FFA before they can become successful FFA advisors. The findings from the study reveal that as an individual becomes older and therefore, more experienced, he does not necessarily become a more effective FFA advisor. A teacher education program which concludes that it can give cursory instruction on how to advise FFA activities based on the assumption that the individual teacher will learn what he "needs to know" on the job may be seriously and permanently handicapping that individual's ability to become a successful FFA advisor. It is worthwhile to note that of all the factors which are normally associated with the degree of success of an FFA advisor, the only one which was significantly related to that success was one which occurred during an individual's collegiate preservice program. Individual characteristics of teachers, as well as the location of the vocational agriculture program, appear to have no relationship with the degree of success of the teacher's FFA chapter. This would imply that many reasons which are now given to explain the lack of a successful FFA program are, in reality, excuses for improper preparation of a vocational agriculture teacher for his role as an FFA advisor.

2. An individual's perceived degree of proficiency in advising and supervising FFA activities should not be utilized to measure the effectiveness of any program, preservice or otherwise, which prepares teachers for their role as FFA advisors. The findings from this study indicate that there is no significant relationship between the teacher's perceived ability as an advisor and the actual degree of success of his FFA chapter, and therefore, his perceptions should not be used to measure that success. This also implies that using perceived proficiency is not an acceptable research method for identifying competencies which a successful FFA advisor should possess. This raises the question: Is it also an unacceptable method for identifying competencies for areas

of instruction other than FFA? The validation of competencies identified by such methods should be suspect, and continued research should be developed to determine if a person's perceived proficiency in a competency is actually related to his success as a teacher.

3. Collegiate preservice programs for vocational agriculture teachers should offer and encourage participation in activities of organizations designed specifically for agricultural education majors and should continue to improve this phase of the teacher education program. It appears that an individual's degree of participation in a collegiate student organization designed specifically for agricultural education majors may be the best preparatory method now being utilized in a preservice program. It may also be possible that by participating in such an organization, a teacher is influenced in his attitude toward the value of a student organization, which in turn, could be related to the success of his FFA program. Research should be conducted to ascertain specific activities in which participation by the student during his preservice instruction increases the degree of his success as an FFA advisor.

4. There remains a high degree of unexplained variance concerning the development of a successful FFA advisor beyond what is currently thought to be important. If all the factors which are now thought to be related to the success of an FFA advisor explain only 12 percent of the variance, then it is obvious that there must be other factors which are of greater importance. Research should be conducted to identify these factors as well as means for maximizing their development in a preservice or in-service training program.

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APPENDIX

Number_____

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INSTRUCTIONS FOR COMPLETION

The items in this questionnaire are designed to gather information about FFA advisors in New Mexico. The questionnaire is divided into two parts. Part I asks you to provide information concerning your educational background, former FFA experience and involvement in other activities. In Part II you are asked to rate your competence in the professional competency area of advising and supervising FFA activities. Accuracy and completeness are essential; therefore, it is important that you read each question carefully before indicating your responses in the space provided. All information taken from this questionnaire will be reported only in group data. The information provided will be held in strict confidence.

(1)____
(2)____
(3)____
(4)Blank
(5)Blank

PART I.

1. Which best describes the location of the high school where you taught vocational agriculture in 1974-75? (check one)
   ____a. In a small town of 5,000 or less
   ____b. In a city of 5,000 to 50,000
   ____c. In a city of more than 50,000

(6)____

Question 2 is to be answered only if you taught in a multi-teacher department in 1974-75. If you were in a single teacher department in 1974-75, skip question 2 and go to question 3.

2. Which best describes the responsibility you had in 1974-75 for advising and supervising FFA activities? (check one)
   ____a. I had the major responsibility
   ____b. I shared equal responsibility with other teachers
   ____c. I had certain responsibilities, but one of the other teachers had the major responsibility
   ____d. I had no responsibility for advising and supervising FFA activities

(7)____

3. What is your age? (check one)
   ____a. 20-25
   ____b. 26-30
   ____c. 31-35
   ____d. Over 35

(8)____

4. Were you ever a member of the FFA? (check one)
   ____a. Yes
   ____b. No

(9)____

Questions 5-10 are to be answered only if you answered yes to question 4. If you answered no to question 4, skip questions 5-10 and go to question 11.

5. How many years did you belong to the FFA? (check one)
   ____a. 1 year
   ____b. 2 years
   ____c. 3 years
   ____d. 4 or more years

(10)____

6. During your FFA membership, in which of the following local CHAPTER activities did you participate? (check all that apply)
   ____a. Creed speaking
   ____b. Public speaking
   ____c. FFA quiz
   ____d. Parliamentary procedure
   ____e. FFA judging contests (such as livestick crops, dairy, etc.)
   ____f. FFA agricultural demonstrations
   ____g. Committee chairman
   ____h. Chapter officer
   ____i. I did not participate in chapter activities

(11)____

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7. During your FFA membership, in which of the following DISTRICT activities did you participate? (check all that apply)
   ____a. Creed speaking
   ____b. Public speaking
   ____c. FFA quiz
   ____d. Parliamentary procedure
   ____e. FFA judging contests (such as livestock, crops, dairy, etc.)
   ____f. District officer
   ____g. I did not participate in district activities

(12)____

8. During your FFA membership, in which of the following STATE activities dii you participate? (check all that apply)
   ____a. Creed speaking
   ____b. Public speaking
   ____c. FFA quiz
   ____d. Parliamentary procedure
   ____e. FFA agricultural proficiency awards
   ____f. State fair
   ____g. Chapter delegate to state convention
   ____h. FFA judging contests (such as livestock, crops, dairy, etc.)
   ____i. State officer
   ____j. I did not participate in state activities

(13)____

9. During your FFA membership, in which of the following NATIONAL activities did you participate? (check all that apply)
   ____a. Attended national convention
   ____b. Member of national band
   ____c. Member of national chorus
   ____d. Public speaking
   ____e. Judging contest
   ____f. FFA agricultural proficiency award applicant
   ____g. I did not participate in national activities

(14)____

10. During your FFA membership, which of the following awards did your chapter receive? (check all that apply)
    ____a. Superior chapter rating
    ____b. National emblem award
    ____c. My chapter did not receive either of these awards

(15)____

11. While preparing for your bachelor's degree, did you complete a student teaching program? (check one)
    ____a. Yes
    ____b. No

(16)____

Question 12 is to be answered only if you answered yes to question 11. If you answered no to question 11, skip question 12 and go to question 13.

12. During your <u>student teaching experience</u>, with which of the following activities did you assist? (For each activity in which you assisted, place a check in the space to the left of the specific activity and then circle the number to the right which best describes the extent to which you assisted in that activity. The extent of participation is indicated by the following scale:)

Very Active	Fairly Active	Not Very Active	Little or No Activity
4	3	2	1

Activities	Level of Participation
____a. Developing a program of activities	4 3 2 1
____b. Conducting chapter meetings	4 3 2 1
____c. Training judging teams	4 3 2 1
____d. Teaching classroom units on FFA	4 3 2 1

(17)____

(continued on next page)

Activities (continued)	Level of Participation	For coding Office use Only
____e. Preparing FFA reports and award applications	4 3 2 1	
____f. Conducting a public relations program	4 3 2 1	
____g. Electing officers	4 3 2 1	
____h. Training officers	4 3 2 1	
____i. Conducting an awards banquet	4 3 2 1	
____j. Developing or revising a consitiution and/or bylaws	4 3 2 1	
____k. Securing funds for chapter activities	4 3 2 1	

13. In which of the following activities did you participate as a high school student? (For each activity in which you participated, place a check in the space to the left of the specified activity and circle the number to the right which best describes the level of your participation in that activity. The level of participation is indicated by the following scale:)

Very Active	Fairly Active	Not Very Active	Little Or No Activity
4	3	2	1

Activities	Level of Participation	
COMMUNITY		
____a. Church	4 3 2 1	
____b. 4-H Clubs	4 3 2 1	
____c. Jr. Farm Bureau	4 3 2 1	
____d. Boy Scouts	4 3 2 1	(18)____
____e. Jr. Fair Board	4 3 2 1	
____f. Other_____(Please state)	4 3 2 1	
____g. Other_____(Please state)	4 3 2 1	
SCHOOL		
____h. Band or Glee Club	4 3 2 1	
____i. Student Council	4 3 2 1	
____j. Class officer	4 3 2 1	(19)____
____k. FFA	4 3 2 1	
____l. National Honor Society	4 3 2 1	
____m. Science Club	4 3 2 1	
____n. Varsity Sports	4 3 2 1	
____o. Other_____(Please state)	4 3 2 1	
____p. Other_____(Please state)	4 3 2 1	

14. In which of the following organizations did you participate when attending college to obtain your bachelor's degree? (Instructions are the same as for questions 12 and 13.)

Organizations	Level of Participation	
____a. Alpha Tau Alpha	4 3 2 1	
____b. Collegiate FFA	4 3 2 1	(20)____
____c. Alpha Zeta	4 3 2 1	(21)____
____d. Agronomy Club	4 3 2 1	(22)____
____e. Block & Bridle Club	4 3 2 1	
____f. Rodeo Club	4 3 2 1	
____g. Alpha Gamma Rho	4 3 2 1	
____h. Other_____(Please state)	4 3 2 1	
____i. Other_____(Please state)	4 3 2 1	

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15. What was your overall grade point average upon completion of your bachelor's degree? (Based on a 4.0=A) (check one)

____a. 2.0-2.5
____b. 2.6-2.9
____c. 3.0-3.5
____d. Over 3.5

(23) ____

This completes Part I of the questionnaire. Please read the instructions before you begin Part II.

PART II INSTRUCTIONS

Listed in this part of the questionnaire are a number of professional education competencies which may be needed by teachers of vocational agriculture in advising and supervising FFA programs. For each competency listed, you are asked to rate yourself in terms of how effective you perceive yourself to be in performing the competency. The degree of proficiency is indicated by the following scale:

4 = High Degree of Proficiency
3 = Above Average Proficiency
2 = Some Proficiency
1 = Little or No Proficiency

PLEASE RESPOND TO EACH ITEM BY CIRCLING THE APPROPRIATE NUMBERS

Proficiency Rating	Competencies	
4 3 2 1	Supervise the development of a chapter scrapbook.	(24)____
4 3 2 1	Supervise the development of an annual handbook for the FFA chapter.	(25)____
4 3 2 1	Organize a student committee to assess student interest in joining the FFA	(26)____
4 3 2 1	Orient students to the FFA	(27)____
4 3 2 1	Affiliate the local chapter with the state and national FFA organizations.	(28)____
4 3 2 1	Assist in planning and organizing fund-raising activities for the chapter.	(29)____
4 3 2 1	Serve as an advisor or judge for district, state, regional or national FFA contests.	(30)____
4 3 2 1	Assist students with the financial management of the FFA chapter.	(31)____
4 3 2 1	Direct initiation activities of the FFA.	(32)____
4 3 2 1	Obtain approval from the school administration for establishing an FFA chapter.	(33)____
4 3 2 1	Provide advice for student entries in state and national FFA contests.	(34)____
4 3 2 1	Send student representatives to district, state, regional and national FFA functions.	(35)____
4 3 2 1	Assist in the development of rules and procedures for conducting the district, state, regional or national FFA organizations.	(36)____

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4 3 2 1	Assist students with publicizing the FFA.	(37)____
4 3 2 1	Supervise social and educational activities for the FFA chapter.	(38)____
4 3 2 1	Contact state department personnel regarding the steps to be followed in organizing an FFA chapter.	(39)____
4 3 2 1	Conduct an organizational meeting for an FFA chapter.	(40)____
4 3 2 1	Acquaint prospective members and their parents with the purposes, activities and values of the FFA.	(41)____
4 3 2 1	Assist in the development of a constitution and by-laws for the FFA chapter.	(42)____
4 3 2 1	Participate in district, state, regional and national activities of the FFA.	(43)____
4 3 2 1	Assist students in advancing within the available degrees in the FFA.	(44)____
4 3 2 1	Involve elected chapter parents in the activities of the FFA.	(45)____
4 3 2 1	Obtain the assistance of state department personnel in maintaining an FFA program.	(46)____
4 3 2 1	Assist students in developing a yearly program of work for the FFA chapter.	(47)____
4 3 2 1	Evaluate the FFA chapter.	(48)____
4 3 2 1	Assist in the election and installation of officers of the FFA chapter.	(49)____
4 3 2 1	Assist in the preparation of state and national reports for the FFA chapter.	(50)____
4 3 2 1	Conduct a leadership training session for the officers of the FFA chapter.	(51)____
4 3 2 1	Maintain a file of publications available for the FFA chapter.	(52)____

This completes the questionnaire. Please place it in the addressed, stamped envelope provided.
THANK YOU FOR YOUR KIND ASSISTANCE AND COOPERATION!!!

(53)____

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SUMMARY OF RESEARCH SERIES

Competency-based teacher education appears to be a durable movement within the profession. One major area of responsibility for teachers of vocational agriculture involves advising the youth organization. The youth organization in agriculture is the FFA. The researchers in this study have attempted to examine the relationship of various independent variables to the degree of success of an FFA chapter. Results of this study should, therefore, have significant impact on pre and in-service programs of teacher education in agriculture.

This summary is based on a doctoral dissertation completed by Paul R. Vaughn under the direction of Ralph E. Bender. Dr. Vaughn is currently an Assistant Professor of Agricultural Education at Virginia Polytechnic Institute and State University, Blacksburg. Dr. Bender is Professor and Chairman, Department of Agricultural Education, The Ohio State University. Special appreciation is due Dr. Robert R. Stewart, University of Missouri, Columbia; Dr. Kenny E. Gray, The Center for Vocational Education, The Ohio State University; and Mr. R. Kirby Barrick, Jr., State Supervisor of Agricultural Education, Ohio for their critical review of this manuscript prior to publication.

Research has been an important function of the Department of Agricultural Education since it was established in 1917. Research conducted by the Department has generally been in the form of graduate theses, staff studies and funded research. It is the purpose of this series to make useful knowledge from such research available to practitioners in the profession. Individuals desiring additional information on this topic should examine the references cited in the bibliography.

J. David McCracken
Associate Professor

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